

32 Traits of Creative People Checklist

- | | |
|---|---|
| <input type="checkbox"/> sensitive | <input type="checkbox"/> original |
| <input type="checkbox"/> not motivated by money | <input type="checkbox"/> ingenious |
| <input type="checkbox"/> sense of destiny | <input type="checkbox"/> energetic |
| <input type="checkbox"/> adaptable | <input type="checkbox"/> sense of humor |
| <input type="checkbox"/> tolerant of ambiguity | <input type="checkbox"/> self-actualizing |
| <input type="checkbox"/> observant | <input type="checkbox"/> self-disciplined |
| <input type="checkbox"/> perceive world differently | <input type="checkbox"/> self-knowledgeable |
| <input type="checkbox"/> see possibilities | <input type="checkbox"/> specific interests |
| <input type="checkbox"/> question asker | <input type="checkbox"/> divergent thinker |
| <input type="checkbox"/> can synthesize correctly often intuitively | <input type="checkbox"/> curious |
| <input type="checkbox"/> able to fantasize | <input type="checkbox"/> open-ended |
| <input type="checkbox"/> flexible | <input type="checkbox"/> independent |
| <input type="checkbox"/> fluent | <input type="checkbox"/> severely critical |
| <input type="checkbox"/> imaginative | <input type="checkbox"/> non-conforming |
| <input type="checkbox"/> intuitive | <input type="checkbox"/> confident |
| | <input type="checkbox"/> risk taker |
| | <input type="checkbox"/> persistent |

Some Definitions

can synthesize

you see patterns or the big picture quickly.

divergent thinker

look at things in many different ways at the same time.

flexible

willing to try things in many different ways.

fluent

produce lots of ideas or possibilities when working on a challenge or simply choosing a restaurant to go to.

open-ended

don't fix on a single idea, keep looking for many different ideas or ways to do things.

self-actualizing

focus on developing yourself to the best you can be and to discover your specific unique talents.

sense of destiny

believe that you have a special mission or purpose in life you plan or hope to fulfill.

tolerant of ambiguity

accept multiple answers or causes to a single problem or challenge.

Creative Thinking Skills Rubric

Creativity is evident in fluency, flexibility, originality, elaboration, curiosity, risk-taking, complexity, and imagination. Two or more of these elements should be present at a score of 3 or higher for work samples to be considered.

	1	3	5
FLUENCY	Lists a limited number of ideas and responses	Lists a sufficient number of ideas or responses	Lists many ideas or responses
FLEXIBILITY	Perceives or approaches the problem in a different way with assistance	Perceives or approaches the problem in a different way	Perceives or approaches the problem in a number of different ways
ORIGINALITY	Generates few clever, unique or unusual ideas	Generates several clever, unique or unusual ideas	Generates many clever, unique or unusual ideas
ELABORATION	Adds details, expands or embellishes ideas with assistance	Expands, develops and embellishes ideas by adding details	Expands, develops and embellishes ideas by adding details and making changes
CURIOSITY	Demonstrates little curiosity and desire to know more about issues	Demonstrates curiosity about issues and pursues additional information	Demonstrates a high degree of curiosity, seeks additional information and independent study
RISK-TAKING	Deals with unstructured situations; experiments and guesses with assistance	Deals with unstructured situations; predicts, guesses, and experiments to a sufficient degree	Demonstrates a high degree of willingness to take chances, defends ideas, experiments, predicts and puts plans into action
COMPLEXITY	Deals with problems; brings order to situations, deals with change when assisted	Seeks alternatives; deals with change and problems, and brings order to situations	Seeks alternatives; deals with intricate problems and ideas, and develops plans into logical order
IMAGINATION	Visualizes plans, ideas and thoughts when assisted	Visualizes plans, ideas and thoughts; sees beyond the practical	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree

Goal 4: Creative Thinking

To develop effective creative thinking and expression in both oral and written communication
Through evaluation procedures, and with 85 accuracy, the student will:

- Objective 1: Use thinking tools to define a problem, evaluate alternatives, develop a plan of action and adjust the plans in response to a continual evaluation of progress.
- Objective 2: Use scientific method to complete scientific investigations.
- Objective 3: Generate, classify, and evaluate ideas, objects, and /or events in unique and/or new ways to construct original projects that illustrate solutions to real-life problems or concerns.
- Objective 4: Think of novel, unique, or unusual responses to solve a problem, a mystery, or a scientific investigation (originality).
- Objective 5: Generate a quantity of ideas, responses, solutions, or questions to complete an assigned task/s (fluency).
- Objective 6: Produce ideas, responses, solutions, or questions in a variety of categories to complete a task or a problem (flexibility).
- Objective 7: Modify or expand upon an idea by adding detail to basic ideas to express emotions, concepts, or positions (elaboration).
- Objective 8: Construct and use a rubric to edit and refine concepts and ideas.
- Objective 9: Construct and use a rubric to use in delivering an oral report to a peer or to a big audience.
- Objective 10: Examine alternatives and compare risks or consequences to complete an investigation.
- Objective 11: _____

Evaluation Procedures	Evaluation Criteria	Evaluation Schedule	* Results____Date/Year
<input type="checkbox"/> Grades/Work Samples	<input type="checkbox"/> 90%-100%	<input type="checkbox"/> Monthly	<input type="checkbox"/> Mastered
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> 80%-89%	<input type="checkbox"/> Semester	<input type="checkbox"/> Progressing
<input type="checkbox"/> Teacher Observation	<input type="checkbox"/> Other	<input type="checkbox"/> End of Unit	<input type="checkbox"/> Other
<input type="checkbox"/> Standardized Tests		<input type="checkbox"/> Annually	
<input type="checkbox"/> Other			

Creativity Rubric

Outcome	Insufficient (1)	Emerging (2)	Acceptable (3)	Proficient (4)	Exemplary (5)
Demonstrates an understanding of the creative process and product in traditional disciplines	<ul style="list-style-type: none"> Vaguely demonstrates an understanding of the creative process or product Identifies various stages of the creative process 	<ul style="list-style-type: none"> Inefficiently demonstrates an understanding of the creative process or product Identifies various stages of the creative process 	<ul style="list-style-type: none"> Adequately demonstrates an understanding of the creative process or product Applies stages of creative process to traditional disciplines 	<ul style="list-style-type: none"> Clearly demonstrates an understanding of the creative process or product 	<ul style="list-style-type: none"> Distinctly demonstrates an understanding of the creative process and product Demonstrates the value and purpose of the selected discipline Evaluates creative process in relation to work of others
Demonstrates the ability to critique the creative process and product in traditional disciplines.	<ul style="list-style-type: none"> Vaguely demonstrates the ability to critique the creative process and product 	<ul style="list-style-type: none"> Inefficiently demonstrates the ability to critique the creative process and product 	<ul style="list-style-type: none"> Adequately demonstrates the ability to critique the creative process and product Identifies and discusses components of the process and/or product 	<ul style="list-style-type: none"> Clearly demonstrates the ability to critique the creative process and product 	<ul style="list-style-type: none"> Distinctly demonstrates the ability to critique the creative process and product Engages in reflective process that fosters critical analysis Analyzes others' choice of media or technique for project and/or performances
Engages in creative activity.	<ul style="list-style-type: none"> Vaguely engages in creative activity Project and/or performance is overly derivative or copied from another source 	<ul style="list-style-type: none"> Inefficiently engages in creative activity Project and/or performance appears cliché or derivative 	<ul style="list-style-type: none"> Adequately engages in creative activity Project and/or performance is of good quality and has some original components 	<ul style="list-style-type: none"> Clearly engages in creative activity 	<ul style="list-style-type: none"> Distinctly engages in creative activity Demonstrates combinations / connections to previous knowledge or skills Expresses original thoughts / ideas in own voice Explores new ideas or expands on existing ideas in innovative ways Project and/or performance appears innovative or exciting
Demonstrates creative ability in the major	<ul style="list-style-type: none"> Vaguely demonstrates creative ability in the major Fails to utilize the creative process when addressing disciplinary project and/or performance or problem Exhibits little or no originality or imagination in project and/or performance or work product 	<ul style="list-style-type: none"> Inefficiently demonstrates creative ability in the major 	<ul style="list-style-type: none"> Adequately demonstrates creative ability in the major Exhibits originality or imagination in project and/or performances or problems Applies creative process to disciplinary project and/or performances or problems 	<ul style="list-style-type: none"> Clearly demonstrates creative ability in the major 	<ul style="list-style-type: none"> Distinctly demonstrates creative ability in the major Connects discipline specific creative solutions to work in other disciplines Synthesizes content of discipline with creative expression Exhibits high level of originality and imagination in project and/or performances or
Reflects on his/her own creative process	<ul style="list-style-type: none"> Vaguely reflects on own creative process Reflection was minimal or did not occur 	<ul style="list-style-type: none"> Inefficiently reflects on own creative process Reflection is vague and unclear Limited evidence of understanding or challenges and successes 	<ul style="list-style-type: none"> Adequately reflects on own creative process Reflection is clear with a list of challenges and identification of successful efforts 	<ul style="list-style-type: none"> Clearly reflects on own creative process 	<ul style="list-style-type: none"> Distinctly reflects on own creative process Contrasts own creativity with others'

	Advanced	Proficient	Basic	Novice
<u>Fluency</u> – Generating ideas through brainstorming	Brainstorm and explore numerous ways/ideas to solve problem/s. View task from various points of view. Goes beyond the required elements.	Brainstorm and explore ways/ideas to solve problem/s. View task from various points of view.	Brainstorm and explore ways/ideas to solve problem/s with guidance. View task from own point of view.	Has one idea and follows it to completion. Does not include all requirements.
<u>Uniqueness/originality</u> – Original/unique ideas, phrases, or products	Innovative design, use of materials and ideas in an unexpected way. Originality of thought and action. Bring something new into existence. Goes beyond the required elements.	Materials and ideas often developed in unique ways, with a minimum of support.	Materials and ideas occasionally developed in unique ways, but only with guidance and encouragement.	Materials and ideas developed in everyday way.
<u>Flexibility/Adaptability</u>	Able to see multiple ways of reacting to change and independently responds accordingly.	Often able to independently envision new responses to varying situations. When supported, is able to easily adapt responses to fit the situation.	While still fairly inflexible, the student can be guided to reconsider some positions and points of view.	Lacks flexibility, stubbornly maintaining positions and points of view in spite of new and changing conditions.
<u>Self Reflection</u>	Product exhibits improvement based upon student's self-scrutiny and feedback from others.	Self reflection apparent, impacts product completion.	Some self reflection apparent, but has no impact on product.	No self reflection apparent.
<u>Intrinsic Motivation</u> – The self-satisfaction of participating	Work demonstrates evidence of enjoyment, satisfaction, and challenge of the work itself.	Self motivated, depending upon interest in topic and accepts guidance.	Extrinsically motivated by task, but can be guided to develop interest in some topics.	Task is completed because it is required.

Continuum of Progress: Creativity


Creativity is the act of bringing something into existence that is genuinely new, original, and of value either personally (of significance only to the individual or organization) or culturally (adds significantly to a domain of culture as recognized by experts)

<i>Unique Ideas</i>	Novice	Basic	Proficient	Advanced
Original, unique, and cogent ideas, phrasing, and products	The student does not produce unique and cogent ideas. Most ideas and products are mundane and predictable.	The student occasionally produces unique and cogent ideas or products, but only with significant guidance and encouragement.	The student often produces unique and cogent ideas and products with a minimum of support.	The student frequently sees links between seemingly unrelated ideas. He/she is able to independently produce results that are fresh, unique, original, and well developed.
<i>Expertise</i>	Novice	Basic	Proficient	Advanced
Expertise in at least one domain	The student is not expert in any domain.	The student has expressed a focused interest in a specific domain and is beginning to independently learn the fundamentals of that domain.	The student is independently researching and learning about a chosen domain. With encouragement, he/she is beginning to reach mastery in narrow components of that domain.	The student is recognized by peers and teachers as expert in a special niche within a domain. The student is intrigued by and tremendously interested in the subject area and continuously explores aspects of that area independently.
<i>Risk</i>	Novice	Basic	Proficient	Advanced
Risk-taking despite mistakes	The student sees mistakes as serious personal deficiencies rather than as learning opportunities. As a result, he/she is not willing to take risks that might result in mistakes—especially ones that might be public.	The student conceptually understands that mistakes are learning opportunities, but emotionally still views them as personal failures. He/she weighs the odds of failure carefully before taking on challenging problems or publicly sharing ideas or concepts.	The student has enough confidence in his/her abilities to see that mistakes are not personal failures. With encouragement, he/she does take on challenging work. Once invested in such work, the inherent risks become intrinsically motivational to the student.	The student sees mistakes as learning opportunities. He/she at times advocates unconventional or unpopular positions, and is willing to tackle extremely challenging problems without obvious solutions, despite the high potential for failure.

Inquisitiveness	Novice	Basic	Proficient	Advanced
Exhibition of curiosity, inquisitiveness, wonder, openness, and excitement	The student seems uninterested in new topics and avoids becoming involved in novel experiences.	The student expresses interest in novel situations or ideas, but is not motivated to explore such ideas or situations further.	The student openly expresses interest and wonder at new phenomena, and with encouragement actively pursues such interests.	The student is motivated, even driven, to know about objects, events, and people. He/she continually attempts to learn about new, unknown, or unexplained phenomena.
Flexibility	Novice	Basic	Proficient	Advanced
Flexibility and adaptability	The student lacks flexibility, stubbornly maintaining positions and points of view in spite of new information and changing conditions.	While still fairly inflexible, the student can be guided to reconsider some positions and points of view.	The student is often able to independently envision new responses to varying situations. When supported or encouraged, he/she is able to easily adapt responses to fit the situation.	The student is able to see multiple ways of reacting to changes in conditions. He/she can independently monitor and adjust his/her own positions in response to change.
<i>Intrinsic Motivation</i>	Novice	Basic	Proficient	Advanced
Immersion in challenging learning for intrinsic reasons	The student is not intrinsically motivated and makes little or no effort to find "hooks" for interest in new topics encountered.	The student is still motivated extrinsically, but can be guided to develop specific interest in some topics.	The student is able to motivate him/herself in selected topics of interest within the curriculum. With guidance, interest in most topics can be developed.	The student is intrinsically motivated. He/she has developed the habit of seeking out "hooks" for interest in any topic. The activity is autotelic—enjoyed for its own sake and not because it leads to later goals. The "flow" experience often causes student to lose all sense of time.
<i>Ambiguity</i>	Novice	Basic	Proficient	Advanced
Toleration of and response to ambiguity	The student is not comfortable with open-ended tasks or situations.	The student tolerates ill-defined situations, and at times responds with spontaneity and ingenuity.	The student is sometimes comfortable with open-ended situations, and with encouragement is willing and able to let discovery, exploration, and spontaneity take him/her in new directions.	The student enjoys operating in open-ended or ill-defined situations, responding with spontaneity and ingenuity that leads him/her to discovery and exploration of new ideas.

<i>Personality</i>	Novice	Basic	Proficient	Advanced
Complexity and maturity of personality	The student is not comfortable with conflicting views and tends to rapidly move to decisions without exploring a full range of options.	The student has established his/her individuality through predictability in personality traits. From time to time and in stimulating, safe learning environments, he/she will venture outside of that range in ways that extend his/her emotional, social, and intellectual experiences (e.g., the orderly person becomes spontaneous; the submissive person becomes dominant).	The student shifts comfortably between polarities of traits. With some effort and in a stimulating, safe environment, he/she can jump out of a comfort zone to exhibit opposite behaviors. More importantly, the student internalizes the value of such contradictory behavior to social, emotional, and intellectual development.	The student's personality includes positive, complex combinations of contradictory extremes. He/she is able to move comfortably from one pole to another as the situation may require (e.g., extremely imaginative, yet rooted in reality; extroverted, yet able to be introspective; playful, yet disciplined and able to persevere). Student is able to use this ability to synthesize divergent perspectives into original thought.

Rubric for Creative Thinking Skills Evaluation



	Level One	Level Two	Level Three
FLUENCY	Lists a limited number of ideas and responses	Lists a sufficient number of ideas or responses	Lists many ideas or responses
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ORIGINALITY	Generates few clever, unique or unusual ideas	Generates several clever, unique or unusual ideas	Generates many clever, unique or unusual ideas
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From: "Effective Practices for Gifted Education in Kansas" Manual